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ABSTRACT

This bibliography contains annotations of 69 articles that were chosen from a range of education journals between the years of 1990-1993. Popular education and feminist methodologies are the reference points. The bibliography contains resources that explore the intersections of gender, race, class, and culture and resources that link women and popular education and that examine key concepts such as power, empowerment, resistance, difference, and dialogue. All these areas are inherent in the educational encounter and critical in informing popular education and feminist methodologies. Articles have been drawn from over 30 education journals and 12 other journals that had a development or women's focus. Each entry follows this format: author(s), title, source, date, and annotation. A list is attached of 21 books that relate directly or indirectly to feminist pedagogy. (YLB)

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FEMINIST TEACHING METHODS FOR ADULT AND POPULAR EDUCATORS

AN ANNOTATED BIBLIOGRAPHY

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February 1994

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University of the Western Cape (UWC)

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The Centre for Adult and Continuing Education (CACE) is based at the University of the Western Cape, South Africa

CACE aims to:

- Build and extend adult education for a non-racist, non-sexist democratic society
- train adult educators formally and non-formally
- provide resources for adult, community and development educators
- support research
- hold workshops
- publish material to further the above aims

UWC commits itself to the principles of a non-racist, non-sexist and democratic society in which discrimination on grounds of race, gender, religion, sexual orientation, culture or physical disability shall be forbidden.

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INTRODUCTION

This annotated bibliography is part of a larger project, within the Centre for Adult and Continuing Education (CACE), on Gender and Popular Education. Over the last four years, this project has aimed to promote the theory and practice of gender-sensitive and feminist adult/popular education. It has included the development of some of the first gender and popular education workshops for adult educators in South Africa. These were written up in a highly successful handbook by Liz Mackenzie, "On our feet : Taking steps to challenge women's oppression". It has also included the holding of an international conference with the International Council for Adult Education (ICAE) - Women's Program entitled, "Gender and Popular Education: International Perspectives". This was attended by fifteen popular educators from Asia, Africa, Europe, Middle East, Latin and North America and a range of South African women.

At present, within the project, a book is being developed with a working title, *Adult/Popular Education: Understanding Feminist Methodologies*. This book is an edited collection of articles concerned with adult/popular educational practices, in the North and South, which address issues of gender oppression and women's empowerment. Drawing on their rich, concrete experiences of adult educational practices, the contributors critically examine how and why certain educational methodologies have or have not 'worked' to empower women to begin to challenge and transform oppressive relations. This annotated bibliography is part of the process of producing the book. We know that in South Africa there are a growing number of adult/popular educators who are grappling with the theory and practice of anti-sexist and anti-racist educational approaches. We hope that this bibliography can act as a spur for all those overextended activist-intellectuals to continue to grapple with the questions of feminist educational practices. A further resource, which identifies key issues for South African adult/popular educators, is the CACE workshop report, "Gender, Development and Power: A Report of a Gender Trainers' Workshop".

The articles mentioned in this publication, and other related resources, can be accessed from the CACE Resource Centre.

Professor Shirley Walters
Director

THE LITERATURE SEARCH

Using popular education and feminist methodologies as the reference point, most of the articles in this bibliography were chosen from a range of education journals between the years of 1990-93. Included are resources which explore the intersections of gender, race, class and culture, resources which link women and popular eduction and which examine key concepts such as power, empowerment, resistance, difference, dialogue etc. All of these issues are inherent in the educational encounter and critical in informing popular education and feminist methodologies.

The literature search was carried out at the University of Cape Town and the University of the Western Cape but many of the articles were acquired from other Universities around South Africa through Inter-library loans.

The search for related articles began in the most recent education journals. The two primary reference sources used were Educational Resources Information Centre (ERIC) and the Education Citation Index. The Social Science Index was also consulted. To search for articles using these reference sources, key words, related to the topic of interest, must be identified. The key words used in this search were:

feminist pedagogy
feminism
critical pedagogy
popular education
adult education
women and education
postmodernism
multi-cultural education
educational change
radical pedagogy
politics of education
teacher's role
Freire
Foucault

In the end, articles were drawn from over thirty education journals. In addition, in an attempt to locate more articles which dealt with liberatory pedagogy for women outside the formal education context, non-education journals (1990-93), which had a development or women's focus, were scanned. These included:

Community Development Journal
Development and Change
Feminist Review
Grassroots Development
Genders
Journal of Development Studies
Journal of Social Change and Development
Social Development Issues
Third World Quarterly
Voice of Women
World Development
Women Studies International Forum

It is important to note that, while the literature search specifically sought journal articles between 1990-93, various older articles, chapters from books and papers were uncovered in the process. These were included if they were particularly relevant given the intent of the search. A list is attached of books which relate directly or indirectly to feminist pedagogy.

This annotated bibliography inevitably contains gaps, as the process was constrained by inaccessible journals, limited time, resources and so on. In addition, having read over 140 articles, the resources listed represent the end of a selection and editing process. Thus, what to include and what not to include was informed by certain interests and thinking within CACE and by the researcher.

Yet, the most salient gap or absence framing this annotated bibliography is not the inclusion/exclusion of what is written, but relates to the politics of what is not written and the North- South divide in global access and distribution of information and resources. Given that most journals are published in the U.S.A. or Europe, the articles listed reflect by and large a Northern perspective and relate to attempts to practice liberatory methods in formal education and university settings. While these articles offer insight, they cannot account for the specificity of issues facing the South, in general, and South Africa in particular (e.g. high illiteracy, the failure of formal education in meeting the needs of millions of people, the socio-economic effects of structural adjustment programmes and so on) - issues which must be accounted for in a Southern feminist educational praxis. In addition, many writings, which do come from other countries in the South, have not been translated into English, making them difficult to access. Thus, this bibliography highlights the need for adult/popular educators in the South to theorize and write about their own non-formal education practices and to disseminate these insights in order to enrich global understanding's of feminist pedagogies.

AN ANNOTATED BIBLIOGRAPHY

Anthieas, Floya and Nira Yuval-Davis "Contextualizing Feminism - Gender, Ethnic and Class Divisions" FEMINIST REVIEW, Nov. 15, 1983.
The authors argue that strategies to address oppression based on gender, class, and ethnicity have often failed to adequately consider how these divisions are enmeshed in each other. They examine these intersections and the implications for feminist struggle. Although this article does not discuss pedagogy, it offers theoretical insight into notions of gender, ethnicity and class which are essential for informing a feminist liberatory pedagogy.

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Anyon, Jean "Intersections of Gender and Class: Accommodation and Resistance by Working-Class and Affluent Females to Contradictory Sex-Role Ideologies" Chpt. 2 in Walker, Stephen and Len Barton (eds) GENDER CLASS AND EDUCATION London: The Falmer Press, 1983.
This article problematises female resistance and accommodation to sexism and notions of femininity. Anyon argues that females must continually negotiate the contradiction of what it means to be female and what it means to be valued in the public world. This negotiation involves a simultaneous process of resistance and accommodation. Anyon examines this process as it intersects with class, both in analytical terms and as it relates to examples from 5th grade school girls. She concludes by looking at the implications of this process in working for women's emancipation. This articles offers an opportunity to re-think resistance and the implications for feminist pedagogy.

•

Batliwala Srilatha "Empowerment of Women in South Asia: Concepts and Practices: Second Draft" Report produced for Asian-South Pacific Bureau of Adult Education, Sri Lanka, Colombo, June, 1993.
The word empowerment is now widely used, particularly in development circles, by diverse actors including those working in local grassroots organisations and the World Bank. This draft report was commissioned to better understand how empowerment is understood and used by Non Governmental Organisations (NGOs) in South Asia. In the first section, the author explores the concept of empowerment and its critical link to power. In the second section, she examines the role of education in women's empowerment, stating the critical link between feminism and popular education. In the third section, she assesses current empowerment programmes employed by NGO's, grouping them into four broad approaches: empowerment through rural development,

through economic intervention, through awareness-building and organising women and through research, training and resource support. Within this context, Batliwala uses four key questions to examine and annulose these initiatives including: How is the concept of women's empowerment understood by NGOs? What strategies of empowerment have they evolved? How is education redefined within the context of empowerment? and What are the main obstacles to women's empowerment? While many programmes overlap in their approaches, Batliwala takes each approach and examines the assumptions about women's empowerment, subsequent strategies, indicators of empowerment and finally the limitations of such an approach. The final section looks at women's empowerment within NGO's themselves. In conclusion, Batliwala offers a useful understanding of theoretical notions of women's empowerment and the implications/link to practice.

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Bhasin, Kamla "Education for Women's Empowerment: Some Reflections" ADULT EDUCATION AND DEVELOPMENT, Vol. 39, 1992.
Noting the prevalence of the phrase, 'women's empowerment', the author reflects on the implications of these words, specifically in terms of education. After taking a brief historical look at the systematic nature of patriarchy, she outlines what education should do if it is to empower women and names a few examples of organisations attempting to do just that.

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Bondi, Liz "Towards a Non-Essentialist Feminist Pedagogy" GENDER AND EDUCATION, Vol. 3, No. 1, 1991.
This article critiques a particular feminist pedagogy which is based on essentialised notions of women e.g. women as inherently nurturing, relational. Bondi argues that essentialised notions of women are dangerous in that they rely on binary thinking which denies complexity and diversity of gendered experience and reinforces notions of gender differences as natural or biological. She goes on to look at the implications of a non- essentialism for feminists and feminist pedagogy.

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Britzman, Deborah P "Decentering Discourses in Teacher Education: or, The Unleashing of Unpopular Things" JOURNAL OF EDUCATION, Vol. 173, No. 3, 1991.
The author recounts two teachers' experiences of practising liberatory pedagogy in a high school classroom, in which the students response was

unexpected and painful for the teachers. The author uses this experience to highlight a number of problematics relevant for feminist pedagogy including:

- the complicated resistances both students and teachers bear when confronted with social change,
- the realisation of the limits of the teacher and the contradictory desire she holds,
- the contradictory effects of self-transformation,
- the rationalist base on which critical pedagogies are built on an illusion - that sentiments can be persuaded logically.

•

Brown, Julie "Theory or Practice - What Exactly is Feminist Pedagogy?" THE JOURNAL OF GENERAL EDUCATION, Vol. 41, 1992.

Using her classroom experience as a springboard, the author examines the link between feminist theory and praxis in the university setting. While recognising that there is no one feminist pedagogy, the author highlights some common aspects of which distinguish these methods from other approaches.

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Burbules, Nicholas C. and Suzanne Rice "Dialogue across Differences: Continuing the Conversation" HARVARD EDUCATIONAL REVIEW, Vol. 61, No. 4, 1991. (Discussion: Leach, Mary S. "Can We Talk? A Response to Burbles and Rice", Burbules and Rice response, "Can We Be Heard? A Reply to Leach". HARVARD EDUCATIONAL REVIEW, Vol. 62, No. 2, 1992.)

One critical concept, emerging from recent writings on feminist pedagogy, is the notion of difference. These writings not only point to the need to recognize and value different realities based on race, class, gender, religion etc. but also point to the social power ascribed to these different positionalities and the implications for dialogue in the 'libratory' classroom. Burbules and Rice explore the notion of difference within a postmodernist framework, arguing that certain conceptions of difference yield more fruitful educational implications for a libratory pedagogy, specifically in terms of dialogue. They explain that postmodernist authors in education fall along a continuum in their conceptions of difference from valuing diversity at one end of the spectrum to stating that any attempt across difference inevitably involves the imposition of dominant groups' values. The authors argue that the latter approach, which implies no common ground, cannot be assumed and derives from a misunderstanding of difference. After examining the concept of difference, Burbules and Rice go on to list some of the benefits of dialogue across difference and propose necessary communicative elements which can encourage such a dialogue.

Campfens, Hubert "Issues in Organizing Impoverished Women in Latin America" SOCIAL DEVELOPMENT ISSUES, Vol. 13, No. 1, 1990.
In this article, the author describes the various popular women's organisations existing in major urban centres in Latin America - their experiences and issues. He develops a paradigm which maps out the two major theoretical perspectives of the organisations (needs and oppressions) and their subsequent major tendencies (mixing and phasing of economic and social needs or social class and gender-related oppressions). The author also looks at the dilemma facing popular organisations regarding their autonomy and dependency to other organisations and uses interview excerpts to highlight an array of issues including: women organisers and relations with their family, relations with the neighbourhood organisations, effects of the political situation, the impact of political manipulation' etc.

*

Caughie, Pamela L "'Not Entirely Strange...Not Entirely Friendly': Passing and Pedagogy" COLLEGE ENGLISH, Vol. 54, No. 7, 1992.
This article presents an analysis of Passing by Nella Larsen, in order to reflect on the dynamics of a multi-cultural classroom. Using a poststructuralist approach, Caughie explores issues within the text as well as the readers relationship to the text and links them to issues in the classroom. While this article is dense, her discussion is interwoven with issues relevant to feminist pedagogy. Central to Caughie's discussion is the issue of authority of experience, the role it plays and the limits it sets in teaching diversity. Within this context, she reveals the complex notions of sameness and difference, of other and self as well as modes of resistance to what is 'not entirely strange and not entirely friendly'.

*

Crichlow, Warren, Susan Goodwin, Gaya Shakes and Ellen Swartz "Multicultural Ways of Knowing: Implications for Practice"
JOURNAL OF EDUCATION, Vol. 172, No. 2, 1990. Examining the 'politics of representation' in curriculum, the authors critique the move towards multicultural education. They provide text excerpts which illustrate how inclusion of 'different cultures' can simply serve to reinforce dominant power relations. Afterwards, the authors offer a pedagogical example of how an educator countered the cultural distortions and misrepresentations in the curriculum through questioning.

*

Cunningham, Phyllis M "From Freire to Feminism: The North American Experience with Critical Pedagogy" ADULT EDUCATION QUARTERLY, Vol. 42, No. 3, Spring, 1992.

(Review) Noting the current trend in North American Adult Education towards serving industry (e.g. professionalisation of adult educators, competency tests, efficient production etc.), Cunningham reviews six books which go beyond the technical rationality of current adult education practices - *Literacy and Power: The Latin American Battleground* by D. Archer and P. Costello, *Popular Education in Quebec* by A. Chene and M. Chervin, *Adult Education as Vocation: A Critical Role for the Adult Educator in Today's Society* by M. Collins, *Working and Educating for Life* by M. Hart, *Transformative Dimensions of Adult Learning* by J. Mezirow and *A Pedagogy for Liberation: Dialogues on Transforming Educators* by I. Shor and P. Freire. In her review, Cunningham discusses the insights these texts offer in terms of a critical pedagogy for North America.

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Daswani, Mona and Caline D'Cruz "The Right Track: A Case Study of Resettlement Initiatives by Women in Bombay" COMMUNITY DEVELOPMENT JOURNAL, Vol. 25, No. 1, 1989.

This article briefly describes a housing/resettlement initiative undertaken by a non-governmental organisation and slum dwellers who lived along the railway line in Bombay, India. The authors highlight the participatory approach used by the organisation and the central role women played in this process. This approach proved critical as women developed skills in housing construction and the confidence to speak to and negotiate their rights with government authorities.

•

Deem, Rosemary "Gender, Patriarchy and Class in Popular Education of Women," Chpt. 7 in Walker, phen and Len Barton (eds) GENDER CLASS AND EDUCATION London: The Falmer Press, 1983.

Deem examines non-formal education in four women's organisations. Within, this context she looks at the pedagogy, the curriculum and evaluation of each group considering how they resist, adapt and modify patriarchal hegemony. She argues that while these educational initiatives represent a certain struggle against patriarchal hegemony which attempts to confine women to the private sphere, they do not necessarily seek radical change in these power relations. Deem shows how the groups, in different ways, perpetuate, resist and alter these relations. While not going into too much depth regarding a feminist pedagogy, the article illustrates the contradictory position of non-formal education for women as both a challenge to and perpetuation of patriarchy.

Dippo, Don, Steven A. Gelb, Ian Turner and Terri Turner "Making the Political Personal: Problems of Privilege and Power in Post-Secondary Teaching" JOURNAL OF EDUCATION, Vol. 173, No. 3, 1991.
Recognising the difficulty of developing a libratory classroom practice, the authors examine four issues in the university setting which they argue must be addressed if supportive social relations and collaborative practice are to be established: authority, evaluation, text and self as educator. Drawing on their experience in the classroom as well as writings on feminist and critical pedagogy, they offer insight into the problematics of these issues for libratory pedagogies as practised in the formal education institution.

*

Drayton, Kathleen "Non-formal Adult Education for Women in the West Indies" A paper prepared for: International Council for Adult Education, Women's Programme, Cape Town, South Africa, May 1992.
After providing a brief introduction on the effect of colonialisation on education in the West Indies and the current provision of non-formal education, the author describes the work of three women's organisations whose major focus is popular education for women. Given the limited detail in regards to popular education methodology, the article is more useful in providing a programmatic sense of the initiatives happening in the West Indies around popular education and women.

*

Ellsworth, Elizabeth "Why Doesn't This Feel Empowering?: Working Through the Repressive Myths of Critical Pedagogy" HARVARD EDUCATIONAL REVIEW, Vol. 59, No. 3, 1989. (Correspondence: HARVARD EDUCATIONAL REVIEW, Vol. 60, No. 3, 1990.)
Based on her experience as an educator working with students to construct an anti-racist course, Ellsworth critiques the rationalist assumptions upon which critical pedagogy is based. She focuses particularly on the notions of 'empowerment', 'student voice', 'dialogue' and 'critical reflection'. Drawing from postmodernist theory, she raises critical questions regarding the role of the educator and the nature of the libratory classroom in action for social change.

*

Fagan, G. Honor "Local Struggles: Women in the Home and Critical Feminist Pedagogy in Ireland" JOURNAL OF EDUCATION, Vol. 173, No. 1, 1991.
The author/educator describes her critical feminist pedagogical practice with women homemakers in Ireland. Fagan details the background of the women

who enrolled in the Adult Education course on Sociology and recounts how she positions the course (e.g. explicitly stating her political position, the methodology used and why, negotiating expectations etc.). Using women's experience as the base, the class analysed various social systems, issues and theories of change. Fagan provides a specific example of how she applied critical feminist methods to look at the educational system. Within this context, she describes her role, the women's response, the impact of the course on the women, on gender relations and so on.

*

Fisher, Berenice "The Heart Has Its Reasons: Feeling, Thinking and Community-Building in Feminist Education" WOMEN'S STUDIES QUARTERLY, Vol. 15, No. 3 & 4, 1987.

In this article, the author explores the use of emotion in feminist education. After briefly looking at the historical use of emotion in feminist pedagogy, i.e. conscious-raising, Fisher argues that emotion can be used to explore feminists' beliefs and values in the classroom. She describes various teaching scenarios and approaches in which she used emotion to explore women's oppression, issues of power and difference. She concludes with cautionary notes in using emotion as a pedagogical tool in the feminist classroom.

*

Fisher, Jerilyn "Returning Women in the Feminist Classroom" WOMEN'S STUDIES QUARTERLY, Vol. 15, No. 3 & 4, 1987.

Fisher shares three specific feminist pedagogical approaches she developed in order to reach older learners. She states that classroom activities need to be redesigned in such a way that allow adults to draw from their rich experience and to share this in cooperative a learning environment. She emphasises the importance of self-directed learning and incorporating projects which focus specifically on the challenges of adult life in transition. Throughout the article, Fisher offers concrete examples of these pedagogical approaches and the implications for adult women learners.

*

Fink, Marcy "Women and Popular Education in Latin America" Unpublished paper, no date.

Fink examines the strengths and limitations of various non-formal education programmes for Latin American women, with a particular focus on popular education. After briefly describing the development of non-formal education in Latin America and the subsequent opportunities for women, Fink distin-

guishes between non-formal and popular education. She highlights several key aspects of popular education, as they pertain to women, and briefly discusses the benefits and limitations of mixed sex versus women's groups, the impact of these efforts on gender relationships and the need to link local popular education movements with national policy. Throughout this discussion, Fink integrates examples of organisations and their methods and approaches to popular education for women.

*

Finke, Laurie "Knowledge as Bait: Feminism, Voice and the Pedagogical Unconscious" COLLEGE ENGLISH, Vol. 55, No. 1, 1993.
Finke, drawing on physchoanalytic concepts, looks at the psychic investments and resistance which come into play in creating a participatory/libratory classroom. She explores the process of students 'finding a voice' using the psychoanalytic concept of transference - where the student moves from unarticulated - to repeating the professor - to finding her own space to articulate. She argues that this process of 'finding a voice' is actually facilitated by the inequality of the student-educator relationship, where the educator has knowledge which the students seek. This inequity provides the 'bait' for the student to begin seeking a place from which to produce his/her own language.

*

Gardner, Saundra, Cynthia Dean and Deo McKaig "Responding to Differences in the Classroom: The Politics of Knowledge, Class, and Sexuality" SOCIOLOGY OF EDUCATION, Vol. 62, Jan., 1989.
The three authors each recount their experiences in feminist classrooms, examining how difference was responded to both by educators and students. They highlight various factors which contributed to difference being used to establish and reinforce a hierarchy in power relations and the factors which enabled difference to become a source of strength and empowerment. Within this context, the article illustrates various pedagogical strategies for working with difference and power in the classroom.

*

Giroux, Jeanne Brady "Feminist Theory as Pedagogical Practice" CONTEMPORARY EDUCATION, Vol. 61, No. 1, Fall, 1989.
The author looks at how critical pedagogy can unite with a feminist philosophy in order to develop a critical feminist pedagogy. She examines: constructing a feminist classroom, developing a critical discourse, student voice, and genderising classroom practice. Within this context, she focuses on

several feminist pedagogical practices including: linking theory and practice, using experience as a starting point for teaching, problematising or critiquing the political nature of this experience, based on factors such as race, class, gender, and creating a classroom experience which counters what is being critiqued.

*

Hartung, Beth "Unstratifying Stratifications: Teaching Race, Gender, and Class" TEACHING SOCIOLOGY, Vol. 19, 1991.

This article outlines a lecturer's experience in teaching a sociology course on stratification where she specifically highlighted issues of sex, race and class as central organising 'categories' in stratification inequities. As the author reflects on her classroom experiences, she describes both content and methodological issues in teaching the course.

*

Haw, Kaye F "Interactions of Gender and Race - A Problem for Teachers? A Review of the Emerging Literature" EDUCATIONAL RESEARCH, Vol. 33, No. 1, 1991.

Drawing from feminist literature on subcultures in schools, Haw examines the problematics of how female ethnic minorities are framed as educational problems in literature on self concept, stereotyping and achievement of black students. Within this framework, Haw offers a number of interesting insights relevant for feminist pedagogy. For example, she reveals the specificity of the resistance by "black" girls, depending on a number of factors, to systems of oppression in education. She also looks at the intersection of anti-racist and anti-sexist debate in education.

*

Healy, Kevin "Animating Grassroots Development: Women's Popular Education in Bolivia" GRASSROOTS DEVELOPMENT, Vol. 15, No. 1, 1991.

Healy describes the history and work of CIMCA, a development NGO in Bolivia, which uses Paulo Freire's popular education techniques to inspire social change, particularly among women. Within this context, a critique of the 'failures' of the organisation and an outline of the current 'successful' pedagogy which subsequently emerged for CIMCA, are provided.

*

Hemphill, David F "Thinking Hard About Culture in Adult Education: Not a Trivial Persuit" ADULT LEARNING, Vol. 4, May, 1992.
In this article, Hemphill provides an introductory framework for understanding culture, linking it to the adult education context. After examining the link between culture, language, mind and power, he outlines three approaches which have emerged in Adult Education to address issues of culture and cultural difference. Hemphill concludes by offering suggestions for ways adult educators can explore issues of culture in adult learning situations which avoid reducing cultures to recipe lists of cultural traits.

*

Hollingsworth, Sandra "Learning to Teach Through Collaborative Conversation: A Feminist Approach" AMERICAN EDUCATIONAL RESEARCH JOURNAL, Vol 29, No. 2, 1992.
In this article, Hollingsworth presents the 'story' of a three-year research project where a group of pre-service and beginning teachers gathered to discuss their experiences and struggle in 'learning' to teach. She details the background and method of the research study as well as its unique feminist approach as a collaborative conversation. Using excerpts from this three year conversation, Hollingsworth reveals the groups' feminist conscientisation process as they deal with issues in the classroom and the failure of traditional teacher training programmes to account for these. While the article is not focused specifically on the feminist methodologies used by the teachers themselves, it illustrates a process whereby the teachers were able to "'claim a voice' in authoritative based schools in order to reconstruct classrooms that supported diverse values". In this way, they offer insight into the necessary support needed in training adult educators to confront present power configurations.

*

Hughes, Kate Pritchard "Education for Domestication or Liberation? Some Thoughts on the Potential of Women's Studies in Universities, and in Adult Education" Unpublished paper, no date.
Hughes examines the potential of Women Studies, in both the university setting and adult education, to develop a critical consciousness within learners and action for social change. Drawing on Freire, she notes the difficulty of practising feminist education in a formal institutional setting. While recognising its value, she argues that the constraints of operating in a formal institution has meant that Women's Studies has accommodated much of the ethos of 'male-stream' education. She specifically highlights how Women's Studies has developed a body of curriculum based on a universal woman subject, which students 'bank' and on which they are then assessed. In comparison,

Hughes recounts her experience of teaching an adult education course for women. She draws parallels between this experience and the Freirian model of a liberatory pedagogy. Hughes concludes by stating that adult education has a greater potential to generate change for women, as it exists outside the constraints of the formal institution.

*

Kempers, Margot "Students Teaching Themselves: An Exercise in Learning Diversity" TEACHING SOCIOLOGY, Vol. 19, 1991.

This article illustrates how the author/educator anticipated and engaged students' resistance to feminism. In her description, she highlights how this exercise used libratory methods and facilitated students' understanding of diversity through a process of examining the construction of meaning and self.

*

Kornfeld, Eve "The Power of Empathy: A Feminist, Multicultural Approach to Historical Pedagogy" THE HISTORY TEACHER, Vol. 26, No. 1, 1992.

The author argues for the need to develop empathy in the classroom as an important aspect of appreciating diversity. Kornfield begins by briefly reviewing the literature on the psychology of women which argues that women's psychological development encourages empathy, concern for relationships and responsibility. She argues that this leads women to attend to voices other than their own and to place a greater emphasis on context, versus abstract principles, in making moral decisions. In light of this, Kornfield offers three approaches to a feminist, multicultural, pedagogy which encourage empathy.

*

Lather, Patti "Critical Frames in Educational Research: Feminist and Post-structural Perspectives" THEORY INTO PRACTICE, Vol. 31, No. 2, 1992.

In this article, Lather reviews how educational research has changed in the light of qualitative and feminist inquiry. After tracing the historical movement of science and scientific research, she examines educational research in the light of post- positivism/post-structuralism. Within this framework, Lather specifically looks at feminist research in education and, using four exemplers, explores the notion of a distinct feminist method.

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Leach, Mary and Bronwyn Davies "Crossing the Boundaries: Educational Thought and Gender Equity" EDUCATIONAL THEORY, Vol. 40, No. 3, 1990.

In light of feminist postmodern discourse, the authors critique and problematise the modernist sex-role socialisation theories which have framed past initiatives to promote gender equity in the schools. After specifically highlighting the relevance of postmodern notions of subjectivity, language and power, the authors examine how socialisation theories, based on humanist notions, do not explain how gender inequity is constituted and reconstituted in education despite various initiatives. They argue for a more complex understanding of gender construction in order to develop more effective strategies for social change.

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Leck, Glorianne M "Review Article - Feminist Pedagogy, Liberation Theory, and the Traditional Schooling Paradigm" EDUCATIONAL THEORY, Vol. 37, No. 3, 1987.

Arguing that much of the rich and recent writings on feminist pedagogy go largely unnoticed, Leck embarks on a review of feminist writings in education. Within this context, she highlights the conflicts and the interrelationships, with writings on critical pedagogy. Leck raises and explores such questions as: How does feminist pedagogy distinguish itself from both traditional and liberation pedagogies? Would a feminist pedagogical perspective alter educational theory in any way? Would a heightened sense of gender simply require the re-working of the precepts of liberationist theory or is it a uniquely different educational theory?

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Lenz, Hans-Joachim "The Nuremberg 'Programme for Men' at the Volkshochschule in the city of Nuremberg" ADULT EDUCATION AND DEVELOPMENT, Vol. 39, 1992.

This article lists the goals, central topical areas and courses/seminars of an experimental workshop for men in Germany. The workshop was initiated in recognition that gender relations would change only if men began to critically examine their roles as men in a patriarchal system.

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Lewis, Magda Gere "The Challenge of Feminist Pedagogy" QUEENS QUARTERLY, Vol. 96, No. 1, 1989. (Review)

In her quest to understand women's experience in the academy as a pedagogical problem, Lewis reviews three texts: *Women of Academe: Outsiders in the*

Sacred Game by Nadya Aisenberg and Mona Harrington, *Women's Ways of Knowing* by Mary R. Belenky et. al. and *Women Teaching For Change* by Kathleen Weiler. In her review, Lewis highlights the difficult struggle to practice a feminist pedagogy which could enable women to find a 'voice'. Particularly insightful is her examination of the texts' underlying assumptions of women's experiences and the subsequent pedagogical implications.

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Lewis, Magda and Roger I. Simon "A Discourse Not Intended for Her: Learning and Teaching Within Patriarchy" HARVARD EDUCATIONAL REVIEW, Vol. 56, No. 4, 1986.

In an integrated reflection piece, Lewis and Simon discuss how current configurations of power were reconstituted, specifically in terms of gender, in a graduate classroom. They focus on the process/experience of women's silencing in the classroom and the connection between language and power. The article illustrates a number of things including: the gendered dialogue of the classroom, how the educator plays into these power dynamics and how women responded to and resisted this silencing.

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Liu, Tessie "Teaching the Differences Among Women from a Historical Perspective: Rethinking Race and Gender as Social Categories" WOMEN STUDIES INTERNATIONAL FORUM, Vol. 14, No. 4, 1991.

The author, noting that 'difference' has become a crucial concept in feminist theory, and indeed in feminist pedagogy, argues for the need to understand how difference/sameness are constituted and connected to power relations. In this article, she examines the use and implications of racial metaphors and how these intersect with gender and class, particularly in the context of colonialisation. Based on her analysis of the historical roots of social classification systems, Liu argues that institutionalised racism is a form of sexism. Although this article does not focus on pedagogy, it offers a thought provoking piece for rethinking the connections between gender, race and class.

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Luttrell, Wendy "Working-Class Women's Ways of Knowing: Effects of Gender, Race, and Class" SOCIOLOGY OF EDUCATION, Vol. 62, Jan., 1989.

Based on her research study, Lutteral explores women's relationship to knowledge and how this is shaped by intersections of gender, class and race. Her analysis of women's conceptions of knowledge reveal that women's claims to

knowledge create paradoxical situations as they pursue adult basic education. (e.g. Given that women are socialised to put their needs last, pursuing an education for self can create contradictory feelings). In addition, Lutteral argues that, despite the diversity in women's ways of knowing, patriarchal ideologies affect women's conception of their knowledge in such a way that diminishes their power. A feminist pedagogy which seeks to empower women must be able to understand and work not only from women's experience but from their conceptions and valuing of this experience/knowledge. While this article does not focus specifically on feminist pedagogy, it has pedagogical implications.

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MacDermid, Shelley M., Joan A. Jurich, Judith A. Myers-Walls and Ann Pelo "Feminist Teaching: Effective Education" FAMILY RELATIONS, Vol. 41, Jan., 1992.

As educators, the authors argue that a feminist perspective can enrich both the content and teaching methods in the family life education classroom. After summarizing some basic tenets of feminism, the authors recount how they applied these in both the content, method and in facilitating an understanding of their students. Within this context, they highlight the importance of connectedness and empowerment in feminist teaching methods.

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Maher, Frances A. "Inquiry Teaching and Feminist Pedagogy" SOCIAL EDUCATION, Vol. 51, No. 3, 1987.

This article re-looks at the call for developing critical thinking in the classroom, using inquiry teaching practices from a feminist perspective. The author briefly summarises inquiry teaching and feminist pedagogy. She uses practical examples to illustrate how feminist pedagogy can better serve the practice of developing critical thinking.

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Maher, Frances and Mary Kay Thompson Tetreault "Inside Feminist Classrooms: An Ethnographic Approach" NEW DIRECTIONS FOR TEACHING AND LEARNING, Vol. 49, Spring, 1992.

Maher and Tetreault look at the practice of two feminist teachers in order to illustrate four key issues which emerged in their research on the pedagogical implications of feminist theory: mastery, voice, authority and positionality. After briefly contrasting feminist practice with traditional teaching methods, the authors explain each concept and then provide concrete teaching examples which highlight these issues as they emerged in the feminist classrooms.

McClintock, Anne "Family Feuds: Gender, Nationalism and the Family" FEMINIST REVIEW, Summer, 1993.
Stating that all nationalist projects are gendered, created and represent certain relations to political power, McClintock argues for a feminist theory of nationalism. She briefly highlights nationalism's reliance on certain conceptions of family and time and then goes on to examine the gendered nature of both Afrikaner and African nationalisms in South Africa. Even though McClintock does not focus on education, she provides insight into the intersection of gender, ethnicity and nationalism in the South African context, issues which must inform a South African feminist pedagogy.

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Moqbil, Kaltoom "The Role of Women in the Literacy Campaign" ADULT EDUCATION AND DEVELOPMENT, Vol. 39, 1992.
The author writes of the success of a black literacy programme in Sheffield, England, particularly for immigrant Yemeni women. In examining its success, the author emphasises the critical role that community participation played and specifically the involvement of Yemeni women assistants who were not only able to act as a cultural bridge for women but as role models too. While this article does not go into the specifics regarding the methodology of the literacy campaign, it illustrates how any educational intervention must seriously consider how it impacts the complex networks, systems and factors present in a community and in women's lives. In this regard, the importance of women's involvement in determining and shaping these interventions is essential.

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Nicholson, Carol "Postmodernism, Feminism and Education: The Need for Solidarity" EDUCATIONAL THEORY, Vol. 39, No. 3, 1989.
Given the controversial and contradictory responses to postmodernism, the author sketches the contours of postmodern thought and then proceeds to examine two key postmodern texts in education: Jean-Francois Lyotard's, *The Postmodern Condition: A Report on Knowledge* and Richard Rorty's, *Hermeneutics, General Studies and Teaching*. After pointing to some of the texts' shortcomings, the author argues for the need to develop a feminist postmodernism in education.

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Omolade, Barbara "A Black Feminist Pedagogy" WOMEN'S STUDIES QUARTERLY, Vol. 15, No. 3 & 4, 1987.
Drawing from her experiences in the classroom, Omolade explores the issue of power and authority as it relates to developing a black feminist pedagogy.

More specifically, she examines the contradictions that emerge between students and instructors in terms of their similar and disparate experiences of race, class and gender, between the student's expectations and the instructors sense of student needs and the politics of learning in higher education institutions.

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Parajuli, Pramod and Elizabeth Enslin "From Learning Literacy to Regenerating Women's Space: A Story of Women's Empowerment in Nepal" CONVERGENCE, Vol. 23, No. 1, 1990.
Parajuli and Enslin offer a concrete example of a literacy programme for women, in rural Nepal, which used popular education methodology. They highlight how these literacy classes, grounded in local women's realities and dialogical method, provided a space for women to move out of isolation and discuss their realities. Within this context, the authors discuss the pedagogical potential of drama, poems and songs as a means of problematising their reality - ie. conscientisation. As women moved from an understanding of their problems as personal to an understanding of the collective nature of their struggle, they began to demand a regeneration of a women's space. The 'telling' illustrates the link between popular education, social movements and women's empowerment.

*

Phelan, Anne M. and Rosary V. Lalik "An Examination of Teaching as a Practical Political Activity" CURRICULUM INQUIRY, Vol. 23, No. 2, 1993.
This article examines the practice of feminist educators in the University in order to explore the Neo-Marxist notion of teacher as transformative intellectual. The study highlights a number of issues (e.g.how the interrelationship between an educator's personal history, political beliefs and institutional context shape her pedagogy, the role of the educator in legitimizing certain forms of knowledge and experience, the inevitable power differential between educator and students) which reveal these feminist educators' contradictory and multiple positions as 'transformative intellectuals'.

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Phiri, Seko "Women and Literacy" ADULT EDUCATION AND DEVELOPMENT, Vol. 38, 1992.
Phiri offers a very brief look at women and literacy. After highlighting the gender inequity in literacy levels, she outlines constraints regarding female literacy. Phiri then argues for the need for women's literacy based on its proven

link to overall development process. With this in mind, she notes a few common motivations for female learners, stressing the importance of literacy reflecting and accounting for the interests and constraints in women's lives.

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Picciotto, Madeleine "Educational Literacy and Empowerment: An Experiment in Critical Pedagogy" THE WRITING INSTRUCTOR, Vol. 11, No. 2, 1992.

Noting the similarity between feminist and critical pedagogy, the author offers an examination of her own struggle to practise an 'empowering' pedagogy in an entry level composition course at a University. She describes how a simple change, which incorporated student-led discussions into the curriculum, served as a catalyst for both teacher and students to re-think and question the educational system. The article illustrates the tension and contradictory results of libratory practice.

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Popkewitz, Thomas S "Culture, Pedagogy, and Power: Issues in the Production of Values and Colonialization" JOURNAL OF EDUCATION, Vol. 170, No. 2, 1988.

Popkewitz explores the dangerous link between pedagogy and culture, particularly the recent call for multi-cultural education. He explains that pedagogy is a system by which hierarchies, markers of social distinction and aspirations, are established. Using African and Native American cultures as examples, Popkewitz illustrates how a Western pedagogy, based on rationality, individualism and reason may seriously disrupt non-western cultures in a way that normalize current power relations.

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Rosero, Rocio "Challenges of the Democratization of Popular Education From the Perspective of Gender" CONVERGENCE, Vol. 26, No. 1, 1993.

While many factors contribute to gender inequity in education, this article focuses on the impact of the economic crisis, specifically in Latin America. The author first examines the crisis, particularly the effect of structural adjustment policies, for these countries. She then briefly looks at the effects on women's lives and on women's access, attainment and choices in education. Within this context, Rosero states that gender inequity is reinforced even within adult and popular education. With this in mind, Rosero highlights the ideological contributions of feminist women's movements in Latin America and the subsequent challenges facing popular education in its move for democracy.

Ross, Heidi "The Tunnel at the End of the Light: Research and Teaching on Gender and Education" COMPARATIVE EDUCATION REVIEW, Vol. 36, No. 3, 1992. (Review)
Ross reviews five texts which focus primarily on gender inequity in education including: *Getting Smart: Feminist Research and Pedagogy within the Postmodern* by Patti Lather, *Women's Higher Education in Comparative Perspective* eds. Gail P. Kelly and Sheila Slaughter, *Women's Participation in Higher Education: China, Nepal and the Philippines* by UNESCO, *Girls and Young Women in Education: A European Perspective* ed. Maggie Wilson and *Gender and Mathematics: An International Perspective* ed. Leone Burton. AFter an extensive discussion of each article, Ross briefly highlights the texts' limitations and their contributions to gender debates in education.

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Rosser, Sue and Charlotte Hogsett "Feminist Forum" WOMEN STUDIES INTERNATIONAL FORUM, Vol. 13, No. 5, 1990.
This resource article contains abstracts of papers presented at the National Women Studies Association Conference held in June, 1990. It contains a section specifically on feminist pedagogy.

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Sandell, Renee "The Liberating Relevance of Feminist Pedagogy" STUDIES IN ART EDUCATION, Vol. 32, No. 3, 1991.
This article focuses specifically on the relevance of feminist pedagogy for the theory and practice of art education. After a review of feminism's general impact on education and the basic tenets of feminist pedagogy, the author looks at this pedagogy in relation to art education practice and the professional development of art educators.

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Schedler, Petra E "Autonomy: Solution, Transition or Possibility? Women's Emancipation and Education" STUDIES IN THE EDUCATION OF ADULTS, Vol. 25, No. 1, 1993.
Based on a study of two groups of women in the Netherlands, the author examines the relationship between women and adult education and how this relationship serves an emancipatory end. The author first looks at two women's groups' educational strategies and the institutional response to the call for women's emancipation. The author then examines three types of linkages/relationships between women and the education institution. The article

concludes by looking at how women's strategies, institutional responses and types of linkages between women and educational institutions serve an emancipatory end.

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Schniedewind, Nancy "Teaching Feminist Process" WOMEN'S STUDIES INTERNATIONAL QUARTERLY, Vol. 15, No. 3 & 4, 1987.
Schniedewind argues for the need to teach feminist process as an integral part of feminist education. She states that as much as learners learn from feminist content, the 'what', they must also learn new ways of interacting in the feminist classroom, or the 'how'. Towards this end, she suggests devising feminist pedagogical practices which develop students skills in communication, democratic group process, cooperation, praxis and networking and organising. She provides concrete examples of how this could be done. Schniedewind concludes by exploring the potential benefits of integrating the teaching of feminist process into feminist education.

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Shrewsbury, Carolyn M "What is Feminist Pedagogy?" WOMEN'S STUDIES QUARTERLY, Vol. 15, No. 3 & 4, 1987.
After a brief overview of some of the philosophical tenant of feminist pedagogy, Shrewsbury examines three crucial concepts of feminist pedagogy: empowerment, community and leadership. Within this context, she notes how feminist pedagogy differs from traditional classroom practice.

Singh, M. Garbutcheon "Taking the Standpoint of Women in a Teacher Education Course" JOURNAL OF EDUCATION FOR TEACHING, Vol. 19, No. 1, 1993.
Singh recounts her strategy to address gender inequity in education by increasing student teachers' consciousness of the possibilities of teaching from the standpoint of women. She employs this strategy through a curriculum development project which uses women's situations and experiences as the basis for subjects in curriculum and teaching studies. Within this context, she details the project's rationale, content and assessment, as well as students' response to the project.

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Soudien, Crain and Wendy Colyn "The Safety of Theory: Working with Educators in a Squatter Community" THE JOURNAL OF EDUCATIONAL THOUGHT, Vol. 26, No. 3, 1992.

Based on their work with educators in a squatter community outside Cape Town, Soudien and Colyn argue that the ideological and material conditions of teachers and students must be considered in liberatory praxis. After briefly describing the squatter community, the authors summarise an educational initative undertaken in that area. Within this context, the they highlight the resistance they encountered from the teachers in practicing a more learner-centred vision of education. Questioning this resistance, Soudien and Colyn critically reflect on their approach and on the factors and concerns influencing this process. In conclusion, they hold that the process of empowerment is complex and thus, any attempt to practice liberatory pedagogy in South Africa must be grounded in a specific context.

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Stephen, Lynn "Challenging Gender Inequality: Grassroots Organizing among Women Rural Workers in Brazil and Chile" CRITIQUE OF ANTHROPOLOGY, Vol. 13, No. 1, 1993.

Focusing on two grassroots organisations in Latin America, the author offers examples of how women in these organisations began to challenge their gender roles and relations in production, reproduction, sexuality and local politics. The article illustrates the necessity of a separate political space for women in transforming gender relations.

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Stromquist, Nelly P "Gender Inequality in Education: Accounting for Women's Subordination" BRITISH JOURNAL OF SOCIOLOGY OF EDUCATION, Vol. 11, No. 2, 1990.

Stromquist discusses various theories, both traditional and feminist, and their merits in explaining gender inequity in education, specifically as it relates to educational access, attainment and field of study choices. Stromquist concludes that the socialist feminist theory best accounts for the different factors impacting the relationship between gender and education. While this article does not focus on feminist pedagogy it offers insight into understanding the assumptions and limits of various theoretical approaches to gender and education.

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Stromquist, Nelly P "Women's Literacy and the Quest for Empowerment" Keynote speech presented at: "Reading the Word and the World," a seminar organised by Vrouwenberaad Ontwikkelingssamenwerking, Oegtgeest, The Netherlands, Nov., 1991.

Stromquist focuses on literacy as a tool, but not the sole source, of empowerment for women. Throughout the article, the author offers suggestions as well as insight regarding the limitations of different approaches to addressing illiteracy. She highlights the multiplicity of factors that need to be considered if literacy is to contribute to women's empowerment, including methodology, the various constraints to women's literacy as well as specific strategies.

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Sultana, Ronald G "Gender, Schooling and Transformation: Evaluating Liberal Feminist Action in Education" NEW ZEALAND JOURNAL OF EDUCATIONAL STUDIES, Vol. 25, No. 1, 1990.

Based on an ethnographic research project carried out in three high schools in New Zealand, the author examines how the attempt to address gender inequity, based on liberal feminist philosophy, is both problematic and limited. More specifically, Sultana looks at the various strategies used by the school to counter stereotypical concepts of work and subject choices for girls. Within this context, he notes girls resistance and accommodation to these strategies as well as the contextual factors outside of school, which influence and impact on these strategies. In the end, Sultana argues that the failure of liberal feminist philosophy to account for differences of race and class as well as address the current structures of power relations, call for a more radical feminist approach to address gender inequity.

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Taylor, Sandra "Empowering Girls and Young Women: The Challenge of the Gender-Inclusive Curriculum" JOURNAL OF CURRICULUM STUDIES, Vol. 21, No. 5, 1989.

In this article, Taylor examines how gender-inclusive curriculum can be used to empower girls and young women. She argues for the importance of understanding young women's experience, their cultural constructions and how they make sense of themselves, when developing curriculum which encourages critical consciousness. After examining the contradictory construction of femininity which females must negotiate and the role of popular culture in this construction and reconstruction process, Taylor examines theoretical issues relevant for empowerment i.e. ideology, subjectivity and change. She goes on to examine the implications of these theoretical issues and young women's

experience for gender-inclusive curriculum. Within this context, she provides a brief account of her own attempt to develop such a gender-inclusive curriculum.

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Tisdell, Elizabeth J "Feminism and Adult Learning: Power, Pedagogy and Praxis" NEW DIRECTIONS FOR ADULT AND CONTINUING EDUCATION, No. 57, Spring, 1993.
This article examines feminist theory and pedagogy and its implications for Adult Education. Tisdell first reviews feminist pedagogy and the common underlying assumptions emerging from the varied strands and then examines its implications for literature on adult learning and the practice of adult educators.

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Walters, Shirley "Gender and Adult Education: Training Gender-Sensitive and Feminist Adult Educators in South Africa - An Emerging Curriculum" PERSPECTIVES IN EDUCATION (forthcoming).
In an effort to develop a feminist approach to training adult educators in South Africa, Walters examines four central themes emerging from both the literature on feminist pedagogy and from an experience of training adult educators in gender-sensitive and feminist methods. These themes include: consciousness-raising, difference, the position of the educator and social activism. Walters concludes by offering considerations for constructing a feminist and gender-sensitive curriculum for training adult educators.

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Weiler, Kathleen "Freire and a Feminist Pedagogy of Difference" HARVARD EDUCATIONAL REVIEW, Vol. 16, No. 4, 1991.
Drawing on feminist pedagogy, Weiler offers a critique of critical pedagogy from a feminist perspective. After briefly looking at the common elements between feminist and critical pedagogy, Weiler critiques aspects of Freire's critical pedagogy. She then goes on to look at feminist pedagogy, as a practise of critical pedagogy, more in depth. Within this context, Weiler highlights feminism's contribution to Freire, specifically focusing on notions of authority, personal experience as a source of knowledge/truth and questions of difference.

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Young, Eva and Mariwilda Padilla "Mujeres Unidas en Accion: A Popular Education Process" HARVARD EDUCATIONAL REVIEW, Vol. 60, No. 1, 1990.
The authors describe Mujeres Unidas en Accion Inc., a non-profit community-based agency offering educational programmes to low-income Latina women in the U.S. After providing the background to the organisation and the women whom it serves, Young and Padilla, illustrate how the agency's participatory philosophy operates in all aspects of the organisation, programmatic and administrative. Drawing on the work of Paulo Freire, the article highlights the effects of the organisations participatory methods on changing women's lives, as it is able to respond and interact with these women's realities.

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Yuval-Davis, Nira "Beyond Difference: Women and Coalition Politics" Unpublished paper, no date.
Central in writings on feminist pedagogy is the concept of difference. In this article, Yuval-Davis calls us to re-think notions of difference and its implications for feminist struggle. Recognizing that all political struggles, including feminist struggles, are built on coalitions of difference, she argues that the boundaries of these struggles, should not be based on 'who', but on 'what' - what are 'our' common goals, priorities and visions etc. Yuval-Davis goes on to examine four approaches which attempted this kind of politics. Her analysis of the limitations and lessons of these approaches, offers critical insight into the implications of notions of difference for feminist pedagogy.

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Yuval-Davis, Nira "Gender and Nation" Unpublished paper, no date.
This article examines the relationship between gender and nation, in three specific ways. First, the author examines construction of citizenship within nations where women have both rights as 'general' citizens and special rights as women. Second, it looks at how women are seen as the inter-generational transmitters of cultural traditions, custom, language etc. Third, it explores how the control of women as biological reproducers is crucial in policies aimed at controlling the actual size of different national and ethnic collectivities. Given that feminist pedagogy seeks to change current power configurations based on an understanding of the differences among women and the subsequent specificity of gender relations, it must account for gender inequity which is reconstituted in ethnic/nationalist projects. In this light, this article by Yuval-Davis offers 'food for thought'.

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ADDITIONAL RESOURCES:
Books related to feminist teaching

Anthias, F. and N. Yuval-Davis RACIALIZED BOUNDARIES: RACE, NATION, GENDER, COLOUR AND CLASS AND THE ANTI-RACIST STRUGGLE London: Routledge, 1992.

Antler, J. and S. Biklen (eds) CHANGING EDUCATION: WOMEN AS RADICALS AND CONSERVATORS Albany: State University of New York Press, 1990.

Bannerji, H., L. Carty and K. Dehli UNSETTLING RELATIONS: THE UNIVERSITY AS A SITE OF FEMINIST STRUGGLES Toronto: Toronto Women's Press, 1991.

Belenky, M et al. WOMEN'S WAYS OF KNOWING: THE DEVELOPMENT OF SELF, VOICE AND MIND London: Basic Books Inc., 1988.

Bunch, C. and S. Pollack (eds) LEARNING OUR WAY: ESSAYS IN FEMINIST EDUCATION Trumansburg: Crossing Press, 1983.

Cully, M. and C. Portuges (eds) GENDERED SUBJECTS Boston: Routledge and Keegan Paul, 1985.

de Lauretis, J. FEMINIST STUDIES/CRITICAL STUDIES Bloomington: Indiana University Press, 1986.

Giroux, H. POSTMODERNISM, FEMINISM AND CULTURAL POLITICS Albany: State University of New York Press, 1991.

Giroux, H. BORDER CROSSINGS: CULTURAL WORKERS AND THE POLITICS OF EDUCATION New York: Routledge, 1992.

Gore, J. THE STRUGGLE FOR PEDAGOGIES: CRITICAL AND FEMINIST DISCOURSES AND REGIMES OF TRUTH New York: Routledge, 1993.

Gore J. and C. Luke (eds) FEMINISMS AND CRITICAL PEDAGOGY New York: Routledge, 1993.

Harding, S. FEMINISM AND METHODOLOGY Indiana: Indiana University Press, 1987.

University Press, 1987.
Hart, M. WORKING AND EDUCATING FOR LIFE: FEMINIST AND INTERNATIONAL PERSPECTIVES ON ADULT EDUCATION London: Routledge, 1991.

Henricksen, B. and T. E. Morgan. REORIENTATIONS: CRITICAL THEORIES AND PEDAGOGIES Urbana: University of Illinois Press, 1990.

hooks, b. TALKING BACK: THINKING FEMINIST, THINKING BLACK Toronto: Between the Lines, 1988.

hooks, b. YEARNING: RACE, GENDER AND CULTURAL POLITICS Toronto: Between the Lines, 1990.

Lather, P. GETTING SMART: FEMINIST RESEARCH AND PEDAGOGY WITHIN THE POSTMODERN New York: Routledge, 1991.

Martin, J. RECLAIMING A CONVERSATION New Haven: Yale University Press, 1985.

Pagano, J. EXILES AND COMMUNITIES: TEACHING IN THE PATRIARCHAL WILDERNESS Albany: University of New York Press, 1990.

Weedon, C. FEMINIST PRACTICE AND POST-STRUCTURALIST THEORY New York: Basil Blackwell, 1987.

Weiler, K. WOMEN TEACHING FOR CHANGE: GENDER, CLASS AND POWER South Hadley: Bergin & Garvey Publishers, 1988.

If you would like further information about the work that CACE does or the books it publishes, please contact us at the address below:

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